

The Big Ideas of LOMED

LOMED:

**Learner Outcomes &
Measurement for Effective
Education Design**

לומד

LOMED in Hebrew
means *learn*.

LOMED in New York
means *create powerful Jewish
learning that moves to life*.

The Coalition of Innovating Congregations
(35 across movements in NYC) leads the
nation in creating **powerful Jewish learning:**
LEARNING THAT MAKES A MEASURABLE
DIFFERENCE IN LEARNERS' LIVES

LOMED



Who leads the innovation?

1. Professional Learning Team:

- Experience powerful learning
- Experiment with powerful learning and assessment

2. Educational Leadership Team: On the Balcony

- Guardians of the vision
- Create new models
- Shepherd innovation

Nachshons: The courage to take bold steps



LOMED: 4 Essential Questions

1. What are our **long and short term goals** for learners?
2. How do we build **21st Century models** of congregational learning to include family, community and real life experience?
3. How can we **measure learners' growth** over time to inform **continued innovation**?
4. How do we ensure **ongoing teacher education** about measurement & powerful learning so Jewish learning **moves to life**?



Question 1:

What are our **long** and short **term goals** for learners?

Your congregation has set a course with

A Vision for Jewish Education...

In 2015: See your learners and the learning experience

Priority Goal---if we can't do it all

A few worthy, reasonable long term outcomes for learners.

Examples:

- Learners will be on a journey of applying Torah to Daily Living
- Learners will be on a spiritual journey rooted in Jewish Tradition
- Learners will evolve a Jewish moral compass that leads to action
- Learners will develop an ongoing relationship to Eretz Yisrael & Am Yisrael

Since you can't do it all...prioritize guided by vision



A **Priority Goal** is a big idea that comes from secular education

Wiggins & McTighe, authors of *Understanding by Design*: All learning contributes to a real life outcome...

Learning adds up to a transferable walk in the world kind of goal..."I'm learning to live."



What are our long and short term goals for learners?



All priority goals are in terms of a journey

The assumption behind priority goals is that learners who deeply experience & reflect on a meaningful Jewish journey in their youth will be prepared to **construct their own life journey** as Jewish adults.

What are our long and short term goals for learners?

Pause

Teams:

Clergy, Lead Teachers, Lay Leaders, and Directors of Education

Sharing their unique gifts to reach

Long term goals:

Vision and Priority goal(s)

Any questions? Thoughts?



Whole Person Learning

(Put your whole self in... hokey pokey)

To construct a life Journey
rooted in Jewish tradition
Learners' whole self need to be
nurtured....

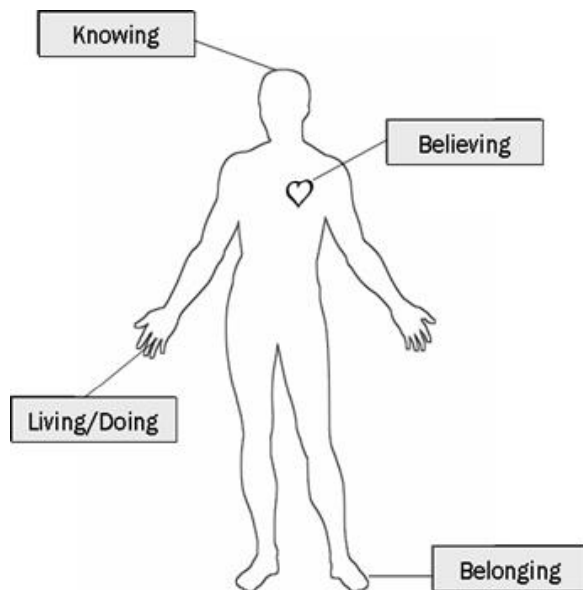
*not just their minds or their
feelings*



What are our long and short term goals for learners?

Meet Levi...

Whole person learning



Knowing



Doing



Believing/Valuing



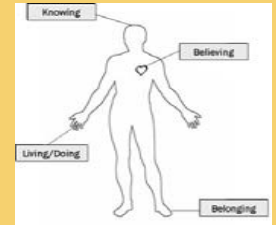
Belonging

He helps us name short term learner outcomes...sometimes called noticing targets

What are our long and short term goals for learners?

Begin with the End in Mind:

Teachers design learning units to achieve observable whole person outcomes



Example:

Priority goal: Learners will be on a journey of mending the world guided by a Jewish moral compass.

Developmental level: 3rd – 5th grade Learners will:

Know: Identifies opportunities for *tikkum olam*

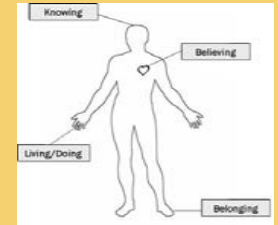
Do: Participates in work of *tikkun olam*

Believe/Value: Expresses a sense of responsibility to help others

Belong: Develops relationship with peers through involvement in *tikkun olam*

LOMED gives you resources to identify learner outcomes.

What are our long and **short term goals** for learners?



Another example:

Priority goal: Learners will be on a journey of applying Torah to daily life

Developmental level: K-2 Learner will:

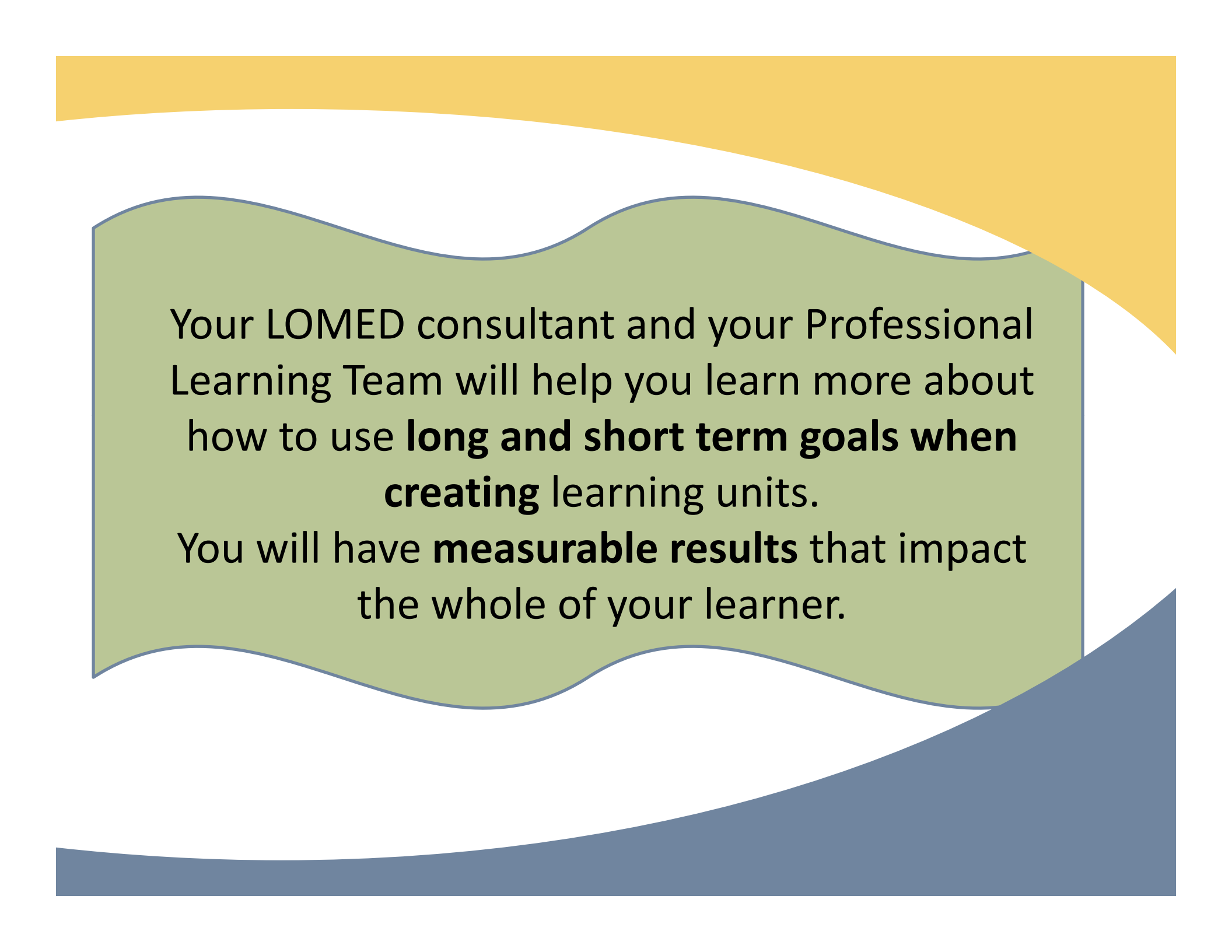
Know: Identify values used by biblical characters

Do: Use vocabulary of Jewish values in referring to own acts

Believe/Value: Express feelings about treating others based on *mitzvot or middot*

Belong: Engage with peers, parents, and elders about how to problem solve challenges in treating others based on *mitzvot or middot*

What are our long and **short term goals** for learners?



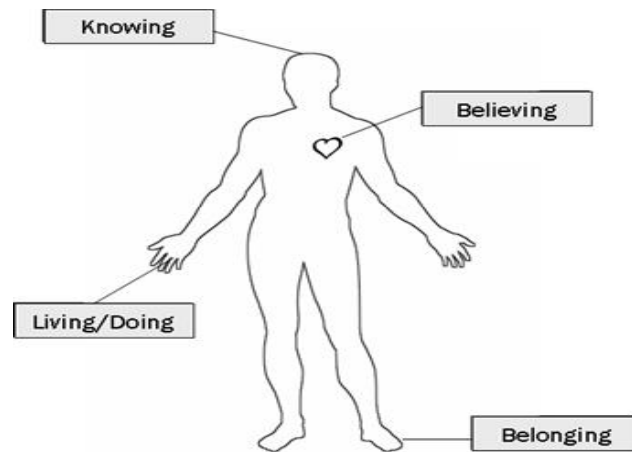
Your LOMED consultant and your Professional Learning Team will help you learn more about how to use **long and short term goals when creating** learning units.

You will have **measurable results** that impact the whole of your learner.



Question 2: How do we build 21st Century models of congregational learning that includes family, community and real life experience?

To nurture the whole person....



a classroom alone can't achieve success.

LOMED Congregations **lead the way** creating 21st century models of congregational learning.



- ❏ Regular Engagement with Parent or Caregiver
- ❏ Integrate Learning with Congregation's Values and Practices
- ❏ Learning in Real Life Settings
- ❏ Connections with Larger Community
- ❏ Choices for Learners
- ❏ New Teacher Roles and Expectations
- ❏ Relationships Among Peers and Across Generations
- ❏ Other

How do we build **21st Century models** of congregational learning that includes family, community and real life experience?

Which building blocks for your congregation's 21st Century Model?

1. Regular Engagement with Parent or Caregiver
2. Integrate Learning with Congregation's Values and Practices
3. Learning in Real Life Settings
4. Connections with Larger Community
5. Choices for Learners
6. New Teacher Roles and Expectations
7. Relationships Among Peers and Across Generations
8. Other



How do we build 21st Century models of congregational learning that includes family, community and real life experience?

Question 3: How can we measure learners' growth over time to inform continued innovation?



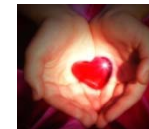
Does learning impact
Knowing



Doing



Believing/Valuing



Belonging



What's working...what seems to really matter?



Prompt learners with focused questions.

Collect data with **tools** like journals, photo essays, blogs, etc.

SAMPLE:

Priority goal: Belonging to the Jewish people

Subject & Grade: Holocaust, 7th grade

Prompts for journal reflection

Know: What does it mean *l'zkor* – to remember?

Do: Describe 2 things you've done or could do to avoid events like the Shoah from happening again?

Believe/Value: Why do you think it is important for you to learn about the *Shoah*?

Belong: Describe how learning about the history of your people connects you to your classmates?

How can we **measure learners' growth** over time to inform continued innovation?

Priority Goal: Learners will be in an ongoing dynamic relationship with *Am Yisrael* and/or *Eretz Yisrael*.

This chart offers concrete examples of noticing targets in each whole-person learning domain. Select one target from each domain from this list or create your own. Developmental groupings have been provided and are intended only as guidelines.

	Early Primary (K-2 nd Grade)	Intermediate (3 rd -5 th Grades)	Middle School (6 th -8 th Grades)
Knowing	<input type="checkbox"/> Identifies characters and places from the Jewish “story” starting with the <i>Tanakh</i> <input type="checkbox"/> Retells events from the Jewish story <input type="checkbox"/> _____	<input type="checkbox"/> Retells stories of Jewish heroes who exemplify values <input type="checkbox"/> Uses vocabulary of Jewish communal values <input type="checkbox"/> _____	<input type="checkbox"/> Uses vocabulary of values related to peoplehood <input type="checkbox"/> Analyzes issues facing the Jewish community locally and globally <input type="checkbox"/> _____
Doing	<input type="checkbox"/> Talks about Jewish characters and places from the Jewish story in 1 st person (e.g., my ancestors, our people) <input type="checkbox"/> Tells stories about own family’s Jewish life and/or background <input type="checkbox"/> _____	<input type="checkbox"/> Applies Jewish communal values to a personal decision <input type="checkbox"/> Identifies own behavior with Jewish heroes <input type="checkbox"/> _____	<input type="checkbox"/> Constructs an action response to an issue facing the Jewish community <input type="checkbox"/> Chooses to participate in Jewish or Israeli cultural life: books, movies, plays, music concerts <input type="checkbox"/> _____
Believing	<input type="checkbox"/> Explains family’s connection to the Jewish characters, places and/or story <input type="checkbox"/> Identifies people in the synagogue who demonstrate caring about me <input type="checkbox"/> _____	<input type="checkbox"/> Explains family’s and personal connections to the Jewish people and/or the <input type="checkbox"/> Defends a personal decision using Jewish communal values <input type="checkbox"/> _____	<input type="checkbox"/> Explains personal connections to Jewish history, or the world Jewish community <input type="checkbox"/> Articulates benefits and losses of acting on issues based on Jewish communal values <input type="checkbox"/> _____
Belonging	<input type="checkbox"/> Participates in Jewish communal celebrations <input type="checkbox"/> Develops friendships with peers in the congregation <input type="checkbox"/> _____	<input type="checkbox"/> Participates in Jewish communal celebrations and/or events <input type="checkbox"/> Develops relationships in the congregation, outside own age group <input type="checkbox"/> _____	<input type="checkbox"/> Takes leadership roles in Jewish communal celebrations <input type="checkbox"/> Mentors another student <i>or</i> develops relationships in the congregation outside own peer group <input type="checkbox"/> _____

How can we **measure learners’ growth** over time to inform continued innovation?

A large yellow shape that starts as a horizontal bar at the top left and curves downwards towards the right side of the slide.

For **robust responses to prompts**

Teachers create powerful learning by designing learning so it

1. Builds caring and purposeful relationships
2. Seeks the answers to everyday questions, challenges and joys
3. Is content rich & accessible
4. Enables individuals to construct their own learning through inquiry, problem solving and discovery

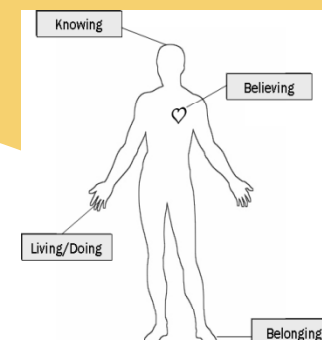
Also known as Design Principles for the 21st century

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How can we **measure learners' growth** over time to inform continued innovation?

LOMED for the 21st Century: Powerful Learning Plan

Priority Goal:	
Age level:	
Noticing Tool(s):	
Content Area*: (Big Idea to be explored)	



NOTICING TARGETS		
Know:		
	<i>Prompt:</i>	
Do:		
	<i>Prompt:</i>	
Believe/ Value:		
	<i>Prompt:</i>	
Belong:		
	<i>Prompt:</i>	

How can we **measure learners' growth** over time to inform continued innovation?

Pause: Where we've been...

Question 1:

What are our **long and short term goals** for learners?
(Teams working toward vision and priority goal)

Question 2:

How do we **build 21st Century models** of congregational learning that includes family, community and real life experience?

Question 3:

How can we **measure learners' growth** over time to inform continued innovation?



Your questions so far?

Question 4: How do we build ongoing teacher education about measurement and powerful learning so congregational learning moves to life?



Teachers on the PLT are *nachshons* – they are the first innovators experimenting with whole person outcomes/noticing targets, prompts, tools for collecting data, and powerful learning.

A decorative yellow shape at the top left and a blue shape at the bottom right, both with wavy, organic edges.

PLT leads ongoing learning for teachers so teachers in congregation can:

1. Design Learning guided by vision and priority goals
2. Design units to reach whole person learner outcomes/noticing targets
3. Use prompts and tools to measure how learners are growing
4. Shape learning that moves to life

How do we build **ongoing teacher education** about measurement and powerful learning so congregational learning moves to life?



Reflection

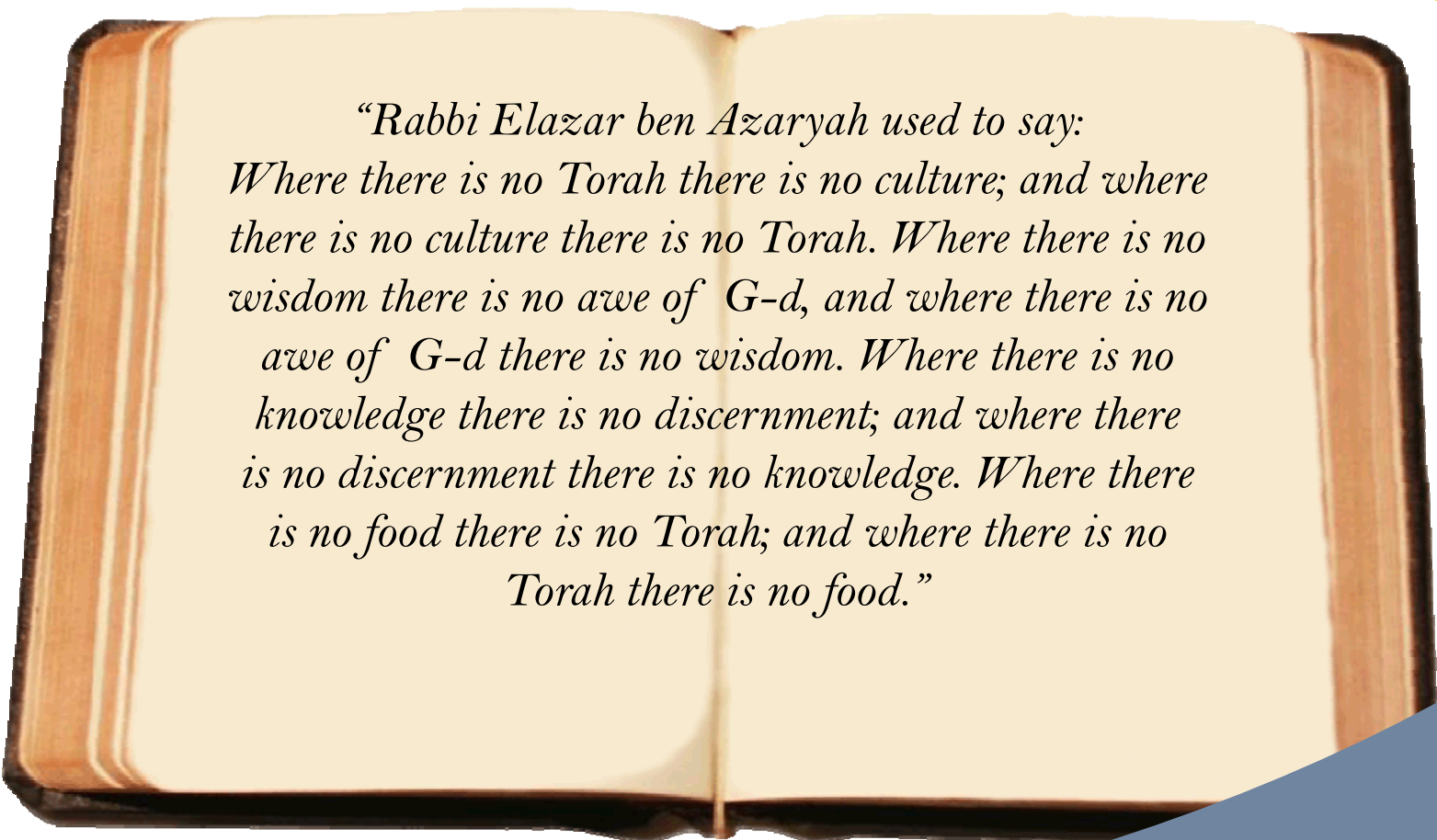


**WHY
BOTHER?**



Pirkei Avot... 3:21

“... If there is no knowledge, there is no understanding;
if there is no understanding, there is no knowledge...”

An open book with a dark cover is shown from a slightly elevated angle. The pages are a light cream color and feature a quote in a black, italicized serif font. The text is centered on both the left and right pages. The book is set against a background with a yellow upper half and a blue lower half, separated by a wavy line.

*“Rabbi Elazar ben Azaryah used to say:
Where there is no Torah there is no culture; and where
there is no culture there is no Torah. Where there is no
wisdom there is no awe of G-d, and where there is no
awe of G-d there is no wisdom. Where there is no
knowledge there is no discernment; and where there
is no discernment there is no knowledge. Where there
is no food there is no Torah; and where there is no
Torah there is no food.”*



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